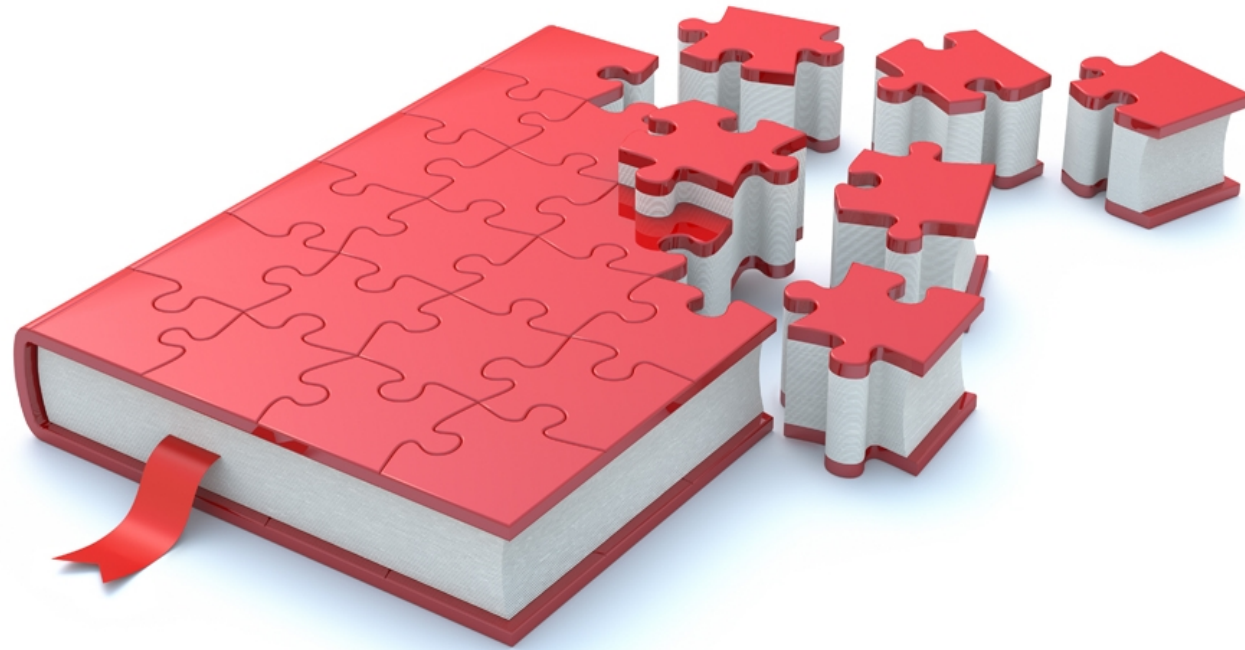


Developing a School Curriculum



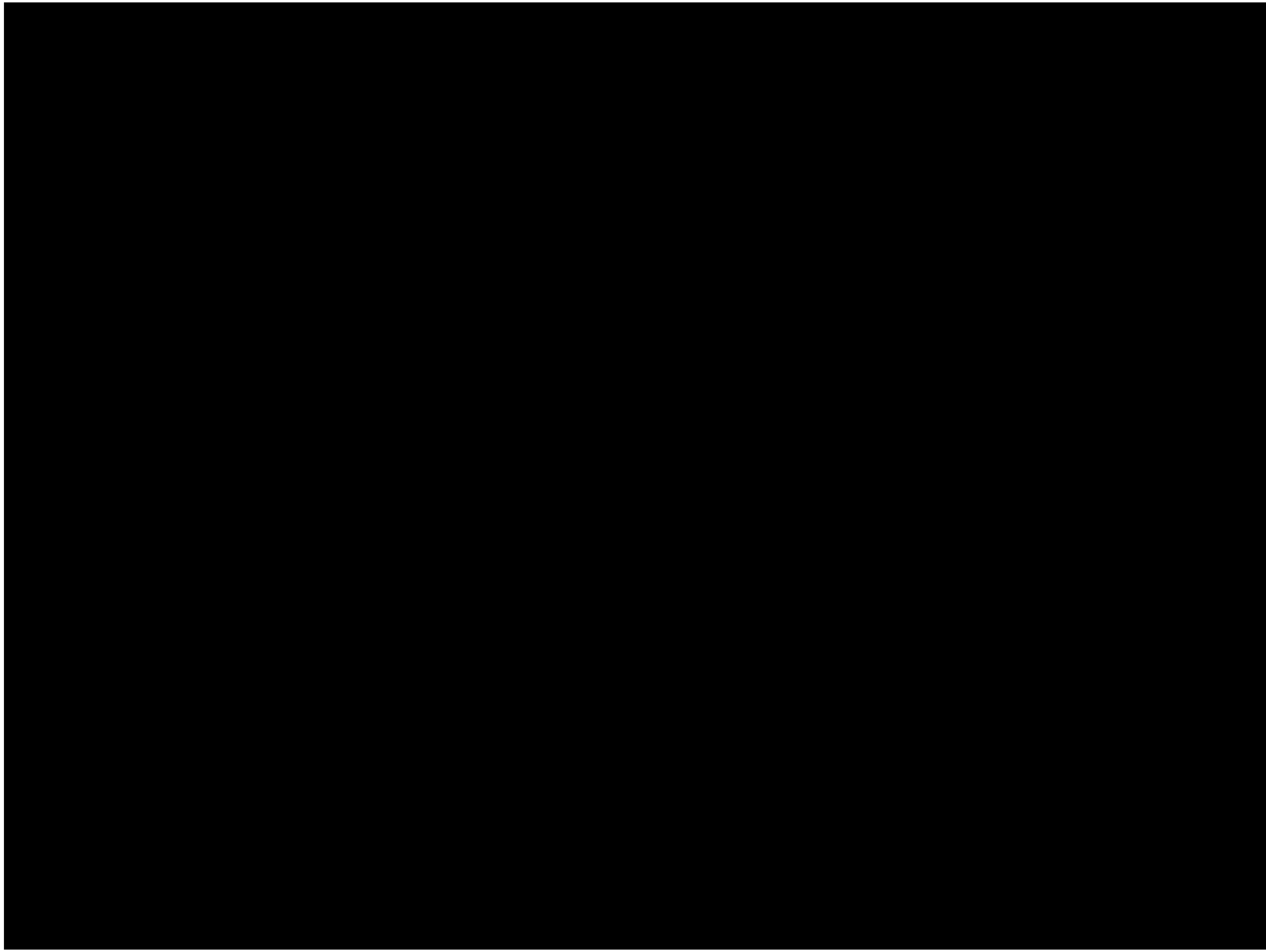
School Curriculum Vs. National Curriculum

“The National Curriculum is not the **whole curriculum**. The National Curriculum sets out the subject requirements....schools should use the National Curriculum as a touchstone of quality.

It is useful to think of the National Curriculum as a set of ingredients that should be included in a school curriculum. A school should decide how the ingredients can be put together in the most exciting and effective way. Schools should also consider what other ingredients are required to make a really outstanding curriculum that will inspire and challenge all children and prepare them for the future.”

(National College, 2014)

**What makes a great
curriculum?**



What makes a great curriculum?

- Exciting?
- Engaging?
- Fun?
- Challenging?
- Supportive?
- Holistic?
- Rounded?
- Skills based?

The Hallmarks of a Great Curriculum

An outstanding curriculum:

1. reflects a schools aims and values
2. develops the whole person - knowledge, skills, understanding and attitudes
3. is broad, balanced and has clear progression in subject knowledge and skills
4. is filled with rich first-hand purposeful experiences
5. is flexible and responsive to individual needs and interests
6. has an eye on the future and the needs of future citizens
7. encourages the use of environments and expertise beyond the classroom
8. makes meaningful links between areas of knowledge across the curriculum and the major issues of our time
9. has a local, national and international dimension

(NAHT, 2014)

Where are we now?

- What aspects of your current curriculum make you proud?
- What makes your school different? Does your curriculum reflect / enhance this difference?
- What is the difference between your school curriculum and
 - (a) the national curriculum?
 - (b) other school curricula?
- How is your curriculum bringing learning to life?

Assessing your current curriculum provision

Case Study: 'Big Question' Curriculum

- Topic work centred around a 'Big Question'
- Each topic contained a 'Big Event' – visit, theme day, fundraiser
- Experience based
- Cross-curricular
- Benefits of using an enquiry are that it narrows the focus:
 - 1) for children onto what they need to learn
 - 2) for teachers onto what needs to be taught
- Effective tool for assessment

'Big Question' Curriculum

Starts with the intended outcome:

- What do we want the children to achieve?
- What would success look like?
- What sort of experiences will children need to have / what learning needs to take place for them to achieve success?
- How can we be imaginative with the way we use time, people, place and pedagogy?

How would you have survived in 17th Century London?

- Learning outcome – children produce a Horrible Histories style survival guide for 17th Century London

- What does success look like?

Children can describe the dangers of 17th Century London, including the Great Fire, the Great Plague and Barber Surgeons. Children can describe some of the ways life in London has changed since then.

- 17th Century dress up day with visitors from local living history group
- Children designed and made their own 17th century remedy

Challenges

- Who decides what we need to teach?
- How do we ensure coverage?
- How do we ensure progression?
- How much time do we spend on each area?
- Where do we find that time?!
- Planning and resourcing multiple topics

- 1) Reflects aims and values
- 2) Develops knowledge, skills and attitudes
- 3) Has clear progression
- 4) Rich first-hand experiences
- 5) Flexible and responsive
- 6) Considers needs of future citizens
- 7) Encourages out of classroom learning
- 8) Makes meaningful links across the curriculum
- 9) Has local, national and international dimension

What works best?

- Cross-curricular work – strengthens connections, deepens impact
- Experiential learning – more memorable
- Doing less, better
- Starting with the outcome – what do you want children to be able to do at the end of the scheme of work?
- Collaboration – key stage and phase planning meetings
- Exploit people's expertise
- Engage children in choosing topics – shared ownership
- Block learning

Resources

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